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SECOND REPORT
OF THE
MADRAS
SCHOOL-BOOK SOCIETY.

Serfojee Rajah. 1830

THE

SECOND REPORT

OF THE

MADRAS

SCHOOL-BOOK SOCIETY.

Madras:

1827.

Proceedings of a General Meeting of the MADRAS SCHOOL-BOOK SOCIETY, *held at the* College, *on the 17th January, 1827.*

PRESENT.

The Honorable H. S. Græme, Esq. (*in the Chair.*)

W. Oliver, Esq.	C. Raghava Chitty,
Lieut. Col. Cadell,	M. Vencatasami Naick,
J. Gwatkin, Esq.	Ramasami Sastri,
J. Stokes, Esq.	Moulavi Hussain Ali,
The Rev. Dr. Rottler,	Guru Murti Sastri,
,, Mr. Sperschneider,	Muttusami Pillei,
R. Cathcart, Esq.	Bhagvant Row,
The Rev. Mr. Taylor,	Ram Raz,
,, Mr. Hoole,	and
,, Mr. Carver,	Mahomed Tippoo Saib.
Captain H. Harkness.	

The Committee of Management having submitted a Report of their proceedings up to the present period, it was read, and the following Resolutions were made.

1st. *That the Report be printed and copies of it circulated to all the Members of the Society.*

2d. *That the especial thanks of the Society be given to* Captain Harkness *for his active exertions as Secretary during the short time he has been associated with it: and for his very able and interesting Report which has been just read.*

3d. That the Committee for the ensuing year consist of the following Gentlemen, viz.

The Honorable H. S. Græme, Esq. *President.*
W. Oliver, Esq.
Lieut. Col. Cadell,
J. Stokes, Esq.
J. Gwatkin, Esq. and
Captain H. Harkness,

and that they associate with them such other Members of the Society as may desire to take a part in the management of it's affairs.

4th. That the Native Committee of Management for the ensuing year consist of the following Native Gentlemen, viz.

C. Raghava Chitty,
M. Vencatasami Naick,
Ramasami Sastri,
Moulavi Hussain Ali,
Guru Murti Sastri,
Tandavaraya Mudeli,
Muttusami Pillei,
V. Subu Row,
Minaishaya,
Y. Verasami Iya,
B. Ramanooju Naick,
Bhagvant Row,
Mutteiya Mudeli,
Ram Raz, and
Mahomed Tippoo Saib.

5th. That copies of the Report be circulated at the Presidency with the Book of Donations and Subscriptions, and that measures be taken to effect the same arrangement at the different principal stations of the interior.

6th. That copies of the Report be transmitted to the Calcutta and Bombay School-Book Societies, and that the thanks of this Meeting be given to the former for their cordial and ready co-operation on all occasions.

The thanks of the Meeting were proposed and unanimously voted to The Honorable H. S. Græme, Esq. *for his conduct in the Chair.*

The Native Secretary Ram Raz, *in the name of those Native Gentlemen who had been elected Members of the Committee of Management, returned thanks to the Meeting for the honor conferred on them.*

SECOND REPORT, &c.

1. A Report of the proceedings of the Managing Committee of the Madras School-Book Society is called for. It is called for, under circumstances, in prospect, the most pleasing; in retrospect, no less satisfactory.

2. Nearly four years have elapsed since the last Report from the Managing Committee was published. Since that period; it may perhaps seem that the affairs of the Society have stagnated. But, that circumstances which the Committee could not control caused this seeming quiescence, and though to these obliged for a time to succumb, that it still possessed and exercised those functions with which it was endowed; will it is hoped, in the present statement of their proceedings, be sufficiently apparent.

3. Subsequently to the period alluded to, a Report was drawn up by the Managing Committee, professedly with the intention of being published and submitted to the Subscribers; but at this period, an attempt was made to remove the many difficulties with which the Society had hitherto had to contend, by establishing a Central School at the Presidency, for the instruction of Native Schoolmasters, and thus to set on foot improvement in the method of Education.

4. This caused the suspension of the Report until the pleasure of The Honorable the Governor in Council was known, relative to the measure; and with some fortuitous and unfortunate occurrences, among which was the lamented

death of the late Secretary Mr. Hyne, it continued with other causes, to delay, till within the last few months, the publication of the proceedings of the Committee of Management.* But the work attempted was one too great for it's limited powers.

5. The system for the general improvement of Education among the people of these territories, now established by The Honorable the Governor in Council, by the endowment of Schools, not only within the Presidency district, but throughout every Collectorate of this Establishment, allows the Society to revert, and confine itself, to its original plan of furnishing elementary works in Literature and Science, both European and Asiatic. By permission of the Board for the College of Fort St. George and for Public Instruction, a Summary of the system here alluded to, is included in the Appendix.† Instead of the difficulties with which it had to contend, consequent of the defective, and, in most instances, totally inefficient mode of teaching, a wide and extensive field for exertion is now thrown open. It's works will not be confined in circulation to the Presidency and a few large towns; they will now find their way into the remote village. In these, the minds of the rising generation will have the culture and preparation necessary to the reception of that practical and useful knowledge which it is the avowed and accredited purpose of the Society to promulgate, by means of their publications. It was, up to the present period, even within the limited extent of it's influence, to a very sterile soil that it had to trust that seed which it was so desirous should be productive of general benefit to the Native

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* Vide Appendix Nos. 1 and 2. † Vide Appendix No. 3.

population. It's own means proved much too inadequate to the removal of the evil; but, under a superior hand, this sterility must soon disappear, and with it, the marks of limitation; opening in prospect an unbounded plain, inviting improvement, and promising a grateful product.

6. The efforts made by the Committee to remove those evils with which it had to contend, connected as they were with the measures previously in progress under superior authority, for the improvement of the system of education throughout the Madras territories, were the means of bringing the affairs of the Society more particularly to the notice of the Government;* and the Committee have the satisfaction of communicating to the Subscribers, The Honorable The Governor in Council's expressed approbation of it's views, and of the measures adopted by the Committee;† and as a favorable mark of patronage, that a grant of certain privileges to the Society, and a donation of 3000 Rupees in aid of its funds, have been made by The Honorable The Governor in Council.

7. In the last Report, the principles on which it was instituted, and the objects of the Society, have been fully detailed. But it will not, perhaps be thought deflecting from the subject, to take a review of them on the present occasion. In that Report, it has also been mentioned, that this Society was formed on the model of one which had some time previously existed in the capital of Bengal; that, although originating with a few European Gentlemen at this Presidency, it was hoped and expected that many Natives of character and respectability, would cordially co-operate with it; and,

* Vide Appendix Nos. 1 & 2: † No. 2.

as a means of facilitating the enquiries and operations of the Committee, nominated for the management of its affairs, several Native Gentlemen had been associated with them.

8. The principles on which the Society was instituted, were truth and morality: a respect for all religions; all established forms; all acknowledged prejudices, manners, and customs.

9. The objects of the Society, were to impart elementary knowledge, to the rising generation of the vast population surrounding us. In contemplating these objects, the mere philologist would find pleasure. He would see that in the attempt to attain greater objects, were accomplished collateral ones, to him particularly gratifying. He would see many languages which, as far as regards their purity and correctness, were fast evanescing on the shores of oblivion, restored to their original degree of excellence. But, this was only the means, the medium of the attainment of those objects which the Society had in view. These were to cultivate and dilate the Native mind; to let in upon it the rays of knowledge; and rescuing it from the base vassalage of ignorance, to raise the tone of moral feeling.

10. In reviewing, however, the measures of a Society acting upon these principles, and with these objects, let us for a moment, contemplate the variety and degree of character it became necessary to consider and attend to. It was not only to consider, with respect to the Natives, what they were, what they had been, and what it was we wished them to be, in the scale of civilization and improvement; but to consider what they had been, and what they were, as they stood in relation to us. It was further to consider, what we were ourselves, in relation to them. And though the

Society are now relieved, by the recent Institution for the improvement of the system of education, from the delicacy attending the adaptation of any system of teaching; still, it is necessary to carry these considerations with them in the publication, of elementary works, and treatises in science and literature, either in the original languages or in translations, and of all works issuing from the press, under their patronage. Measures thus originating in principles of truth and morality, and tempered by such prudential considerations, would seem to obviate all doubt of their applicability; and the attainment of the objects desired, to become a subject of rational expectancy. These considerations point to the strict observance of the 3d Rule* of the Society; and which will not, it is presumed, be thought to admit of any qualification.

11. The Managing Committee have, therefore, given much of their attention, to the associating with them of as many Native Gentlemen, as could conveniently be admitted; and besides the benefit which the Society will derive from their valuable assistance in the review of translations, &c. &c. nothing innovating will be allowed to go forth, but what, if not originating with them, from a conviction of the necessity of a change, and a confidence in the improvement, will, on these grounds, have become theirs by adoption; and what will therefore, issuing from a kindred hand, be entitled to, and likely to obtain a friendly reception.

12. The Committee will now proceed succinctly to enumerate, the works which have been printed and published by the Society, since the last Report of the Managing Com-

* Vide Appendix No. 4.

mittee; those which are now in the press, and under revision; and those which are still in hand, many of which are in a state of forwardness.

Works published.

1st. Pleasing Tales, a reprint of the Calcutta Edition, with a translation in Telugu, the original (English) and the translation on opposite pages. Of these 1000 copies were printed, and of which about 336 remain for distribution.

2d. A Sketch of Ancient History, and of the History of Hindustan from the first Mahomedan Invasion. A reprint selected from the Digdurshum, received from Calcutta. Of this 1000 copies were printed (English), and of which about 420 remain for distribution.

3d. Introduction to Geography. Of this 1000 copies were printed, but of which none have yet been distributed (English).

4th. Mrs. Trimmer's Edition of Esop's Fables. A reprint (English). Of these 500 copies were published, and of which about 279 remain.

5th. Ramasami's Arithmetic, alluded to in last Report (Tamil). Of this 200 copies have lately been published, nearly the whole of which have now been disposed of; and as great demand for the work still continues, 1000 more copies have been ordered to be struck off.

6th. Joyce's Scientific Dialogues, a reprint of the Calcutta Edition, with plates (English). Of this 500 copies were printed, and of which about 420 remain for distribution.

Works in the Press and under Review.

1st. Abridgment of Ancient History, revised and adapted for Indian Students, accompanied with a translation in familiar Tamil, and two lithographic maps illustrative of the subject, one in English and one in Tamil.

2d. Abridgment of the History of Hindustan from the first invasion of the Mussulmans to the subversion of their power, revised and adapted for Indian Students, accompanied with a translation in familiar Tamil, and two lithographic maps illustrative of the subject, one in English and one in Tamil.

3d. Mrs. Trimmer's Edition of Esop's Fables, Part 1st, revised and adapted to the Indian Student, accompanied with a translation in familiar Tamil.

4th. Mrs. Trimmer's Edition of Esop's Fables, Part 2d, revised and adapted to the Indian Student, accompanied with a translation in familiar Tamil.

5th. A Telugu translation of a Compendium of Geography, published by the Calcutta School-Book Society, the original and the translation printed on opposite pages.

6th. Telugu translation of the Pleasing Instructor, a publication of the Calcutta School-Book Society.

Works in hand.

1st. Tamil translation of Pleasing Tales.
2d. Do. Do. of Joyce's Scientific Dialogues, with lithographic plates.
3d. Tamil Grammar.
4th. Telugu do.
5th. Dukhnee do.
6th. Canarese do.
7th. Mahratta do.
8th. Tamil Dictionary.
9th. Telugu do.
10th. Dukhnee do.
11th. Canarese do.
12th. Mahratta do.
13th. Abridgment of Wilks' History of Mysore, with a Tamil translation.

13. The Grammars will be abridgments in respect to the original works on this subject, in the several languages; but they will embrace every rule and example, necessary to the acquirement of a prosaic, grammatical knowledge in each. The same attention to practical knowledge, will be given in the compilation of the Dictionaries.

14. As before intimated, the Society now revert to their original plan. Their productions, and the compositions which they have now to encourage, are intended for the Student, advanced beyond the first rudiments of language; easy and familiar prose versions of all such works in the higher or poetical languages of this country, as are thought to tend to the advancement of literature; translations from the languages of Europe, on scientific as well as literary subjects; and, now that the acquirement of the English language will be so much facilitated, the publication, in that language, of original treatises on the different arts and sciences: by this means habituating the mind to a gradual acquirement of knowledge.

15. The Committee are happy to state, that a supply of books from England may shortly be expected. These, one of their members, Mr. Clarke, has had the kindness to select and commission for the Society, agreeably to a request made him by the Managing Committee, on his departure from this country; and, anticipating the liberal support of the Subscribers at large, the Committee are about to procure from England a quantity of printing paper, and they have under consideration, the best means of procuring a lithographic press for the use of the Society.

16. In the Appendix* will be found a list of the books in

No. 5.

the Society's Depository, with their cost and reduced prices; also a catalogue of the books of the Society's Library. This at present is very small; but limited as their funds have been, they could not appropriate them towards it's enlargement; and for such as it is, they are principally indebted to the liberality of a few friends to learning and improvement.

17. The Committee have also to acknowledge the very kind and ready assistance, they have on all occasions received from the Calcutta School-Book Society, both in the supply of works issuing from their press, and in a regular and free communication on all subjects of interest, mutual to both Societies.

18. Appendix No. 6, gives a sketch of the state of education among the Natives at Bangalore, and a treatise on a method recommended to be pursued in the instruction of the English language, by the intelligent and learned Native Secretary to the Committee. They are included in the Appendix, as well from the information which they convey, as from the proof they afford of the invaluable benefits, which may be expected to accrue to the rising generation, if feelings of benevolence and philanthropy shall continue to induce consideration for their welfare, and exertion towards, the general distribution of the means of acquiring knowledge.

19. In the Appendix is also given an abstract of receipts and disbursements;* a copy of the Rules of the Society;† and lists of Donors and Subscribers.‡

20. To search for evidence, is no longer necessary. Facts sufficiently prove the very low and much deteriorated state

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* Vide Appendix No. 8: † No. 4: ‡ No. 7.

of education among the Natives of this part of India; and what is generally, and in this case but too well known to be a concomitant, a corresponding state of demoralization. For this, however, the remedy is about to be applied; and how great soever the difficulties may have been, with which the Society have had to contend, it is satisfactory that their plans and the measures they have adopted, have not been altogether unproductive of beneficial effects. These however, have been principally confined to the Presidency; they will now range over the whole interior; and it is hoped that to every Native Regiment will soon be furnished, a small Native Library of such initiatory works as may be most esteemed. The Committee are sanguine that these will be very acceptable, from the kind and liberal testimonies the Society has already received from Gentlemen at the Heads of Regiments. It is however clear, that little can be effected without the agency of the Natives themselves; and the Committee are precluded from engaging many, who by their talents and acquirements would be serviceable to them, from their want of funds.

21. The Committee however, do not doubt of a liberal and zealous support from the Subscribers and Friends to the Society at large. The cause in which it is engaged is too good, too enlightened, not to ensure a great increase to the list of Donors and Subscribers, European and Native, literary and pecuniary.

APPENDIX.

No. 1.

To

The CHIEF SECRETARY *to* GOVERNMENT.

SIR,

I have the honor to convey to you the respectful request of the Managing Committee of the Madras School-Book Society, that you will be pleased to submit the subject of this communication, with the accompanying manuscript report of the Committee's proceedings during the year 1823, to the favorable consideration of The Honorable The Governor in Council.

The Managing Committee, in its anxious endeavours to establish the principles and extend the usefulness of this institution has, by frequent meetings and mature deliberation, been led to adopt conclusions regarding the means of promoting most effectually the intellectual and moral improvement of the Natives of this part of India, which it humbly hopes will receive the approbation and support of Government.

The nature of the Committee's labours for the past year, which are detailed in the accompanying report, has been strictly conformable with a primary regulation of the Society prohibiting all interference with the religious prejudices of the Natives: and the Committee has reason to believe, that the Natives, who are qualified to judge of the tendency and effects of the Society's operations, greatly approve of the measures pursued for their improvement and happiness.

The Committee's attention had long been directed to the acquisition of the necessary information, regarding the state of discipline and efficiency prevailing in Native schools. After having accumulated knowledge on this subject from every quarter, where it could be procured, in which endea-

vour, able assistance was derived from the Native coadjutors of the Society, it has appeared to the Committee indispensably necessary to introduce, not only a more rational system of elementary instruction, but also to provide a class of teachers incomparably more enlightened, and in all respects better qualified, to impart its important benefits.

With this view, the Committee adopted the resolution of establishing a school for educating teachers; and to serve as a model for other schools, which it cherishes the hope of seeing ultimately prevalent throughout this country. The principles and regulations, by which it is proposed to conduct the school, will be found in the accompanying report: and to this, as well as to the extracts contained in the concluding pages and appendix, the Committee humbly solicit the especial attention of The Honorable The Governor in Council.

In the management of the funds of the Society, the Committee has exercised the most rigid economy, under the belief, that no effectual impulse can be given to its operations without some permanent means of supporting a regular establishment. The Committee, however, has deeply to regret its utter inability to execute the plan, which has been devised for the maintenance of a school, without the encouragement and the pecuniary aid of the Government: and it most respectfully submits to The Honorable The Governor in Council, the propriety of extending to this institution a portion of that bounty, which has in numerous instances of benevolence, honorably distinguished the Company's governments in all parts of India.

It will appear from the account current given in the appendix, that the amount of subscriptions and donations, received during the last year, did not exceed 2,014 Rupees: whereas the disbursements, during the same period, amounted to 5,412 Rupees, leaving a deficiency to be supplied, from the small capital of the Society, of about 3,400 Rupees. At the beginning of the present year the capital amounted only to 1,664 Rupees, 15 Annas and 7 Pice.

When the designs and objects of the Society are more fully illustrated by their operation, it is hoped, that the aid of subscriptions will be considerably augmented: but it is also reasonable to anticipate a proportional increase of

expenditure, in consequence of the enlarged extent of its beneficence.

Without much subsidiary aid, therefore, the funds of the Society are totally inadequate, either to erect a school or even to continue that assistance, in supplying elementary books to schools already established, which constitutes one of the principal objects of the institution.

The Committee, after a careful estimate of the expense of erecting and supporting a school on the principles now proposed, conclude, that 500 Rupees monthly would be necessary to discharge the interest of the money employed in the building, and in the current expenses for teachers and other contingencies.

This addition then, at least, would be necessary to the present means of the Society, before an enterprize of this nature can be undertaken: and even with this sum, the strictest economy would hardly enable the Committee to prosecute extensively the objects, for which it has been associated.

The printing department of the institution would still remain to be aided, and tho' it is to be hoped that ere long, the receipts from the press will defray its charges, which cannot be the case at present, while the Committee has no press of its own, and the subscriptions continue so low; 200 Rupees a month would not be more than enough to supply present deficiencies in this branch.

If it should please The Honorable The Governor in Council to approve the benevolence of their purpose, and to appropriate a portion of the public funds to their support, the members of the Society, it is conceived, would readily agree to entrust their affairs to a Committee composed partly of persons nominated by The Honorable The Governor in Council, and partly of persons chosen by themselves.

The precise amount of the pecuniary aid required cannot, perhaps, at this stage of the Committee's proceedings, be exactly ascertained; but, if The Honorable The Governor in Council would be pleased, for the present, to permit the Managers of the institution to draw from the public treasury a sum not exceeding 700 Rupees a month, it is the opinion of the Committee, that the erection of a school

might be advantageously undertaken, and the operations of the Society, in the course in which they have hitherto been directed, continue unimpeded.

In the prospect of erecting a school, the Committee applied to the Session of St. Andrew's Church, to ascertain whether, in the event of the concurrence of Government being obtained, the Society might have the permission of that body, to build a school on an inclosed piece of ground to the southward of the Church, which, it is understood, had been formerly granted to the Session for a similar purpose. An answer was received from the Revd. Mr. Webster, that the Session had no objection to such an occupation of the ground: and the Committee has now only to prefer its most respectful request, that this permission may be sanctioned by The Honorable The Governor in Council.

The Committee has further the honor to state, that although its correspondence is not yet very extended, it would nevertheless be very desirable, that all letters franked by the Secretary of the Madras School-Book Society, and all letters addressed to him on the business of the Society, should be allowed to pass free of postage.

To conclude, the Committee relies with humble confidence on the humane and liberal disposition of an enlightened Government, to support an institution, of which the direct aim is, to impart the blessings of instruction to our fellow subjects of India; and, by transferring hither the literary institutions of our country, to perpetuate in these regions the glory of the British name.

I have the honor to be,
Sir,
Your most obedient Servant,
(Signed) G. HYNE,
Secretary to the
M. S. B. Society.

MADRAS, *25th October*, 1824.

No. 2.

Revenue Department.

No. 177.

To George Hyne, Esq.
Secretary to the Madras School-Book Society.

Sir,

Para. 1. I am directed by The Honorable The Governor in Council to acquaint you, for the information of the Managing Committee of the Madras School-Book Society, that the letter, which by their direction you addressed to the Chief Secretary to Government on the 25th of October 1824, has remained so long unanswered from its being deemed advisable to defer deciding upon some of the Committee's requests, until Government was prepared to come to a determination, with respect to measures which it was in contemplation to adopt, with a view to the promotion of the same object that the labours of the School-Book Society have in prospect, namely, the general improvement of education throughout the country.

2. A Committee of Public Instruction has this day been appointed, whose duty it will be to consider of the means by which Government can most effectually promote that object, and to direct and superintend the conduct of such measures as it may be deemed proper to authorize at the public expense. It is in the contemplation of Government to endow, with moderate salaries to the teachers, a certain number of schools in each of the provinces. It is proposed, however, to do this, not at once, but by degrees, as properly qualified teachers can be obtained. The Governor in Council entirely concurs with the Committee of the School-Book Society in considering a school for educating teachers as one of the things first wanted. But as this school will form a very important part of the general system for the improvement of education, it seems advisable to make it a public institution, subject to the direction and superintendence of the Committee of Public Instruction, rather than to afford the necessary pecuniary aid to the School-Book Society in order that they might establish and maintain it.

3. The Governor in Council, however, regarding with the greatest approbation the benevolent labours of the Madras School-Book Society, and entertaining a confident persuasion, that, by furnishing good school books they will materially contribute to the attainment of the end for which the Committee for Public Instruction has been instituted, is pleased to grant, in aid of the funds of that Society, the sum of three thousand (3,000) Rupees; which will be paid to you on application at the General Treasury.

4. The Governor in Council is also pleased to exempt from postage all letters from the Secretary of the Madras School-Book Society, on the business of the Society; and also all letters addressed to him on the business of the Society by persons authorized to frank their official correspondence. In both cases it will of course be necessary, that the rules of the Post Office applicable to such exemptions should be observed.

I am,
Sir,
Your most obedient servant,

FORT ST. GEORGE, 10*th March* 1826. — *J. M. MACLEOD*, *Secretary to Govt.*

No. 3.

SUMMARY of the SYSTEM to be adopted for the improvement of EDUCATION.

1st. There are to be in each Collectorate two superior or Collectorate schools, one a Hindu school, and one a Mussulman school; and fifteen subordinate or Tahsildary schools.

2d. The Masters of the Collectorate schools will be allowed by Government a salary of fifteen Rupees per mensem, and the Masters of the Tahsildary schools will be allowed by Government a salary of nine Rupees per mensem.

3d. The duties of the Masters of the Collectorate schools, will be to give instruction in the higher branches of learning, and therefore it is necessary that they should come to Madras to be qualified accordingly, and that their age should be

about eighteen years. The Hindu Masters will here be instructed perfectly in the grammar, &c. &c. of their own language, and if Brahmans, in Sanscrit; and the Mussulmans will here be instructed perfectly in Hindustani, Persian, and Arabic; and to both Hindus and Mussulmans will be taught, if required, the English language and English science and literature. When they shall have qualified themselves, they will return to their Provinces, and commence their duties as superior or Collectorate Masters.

4th. The Honorable The Governor in Council has further been pleased to allow to these Masters, batta at the rate of half a Rupee for every fifteen miles, while travelling to, and from the Presidency.

5th. The Tahsildary Masters and the Tahsildary schools, are to be under the immediate superintendence of the Community of the Town or Village, in which such school is established; and on all subjects relating to these schools, the wishes of this Community will be consulted.

6th. The principal Inhabitants or the Community of each Town or Village, will be called upon to recommend to the Gentlemen of the Province, such individuals as they should like to be established as Schoolmasters in their Town or Village; and on their recommendation, will the nomination be made. It must, however, be understood that, when they have opened their schools, if they are not found qualified for their situations, and that they fail, within a moderate period afterwards, to render themselves so, they will be subject to be removed, and their situations will be given to others, whom the Town or Village community may recommend as better qualified.

7th. The duties of the Tahsildary Masters will be, on their nomination by the Gentlemen of the Province, to open their schools, and to teach the common language of the Town or Province to which they belong, on grammatical rules, and Arithmetic.

8th. For this degree of teaching, they will not be allowed to receive any other salary but the nine Rupees per month which will be allowed them by the Government, or any remuneration except such customary fees as the Town or Village community may sanction; and if in some cases it

shall appear to the Community of the Town or Village, that the relations or friends of a boy are not, from their poverty, able to pay even these customary fees, they will prohibit the Master's receiving them.

By order,

MADRAS, 1st December, 1826. } (Signed) H. HARKNESS, Secretary.

No. 4.

RULES *of the* MADRAS SCHOOL-BOOK SOCIETY.

1. That an Association of Europeans and Natives be formed, to be denominated "The Madras School-Book Society."

2. That the objects of this Society be the purchase, preparation, and publication of works useful in Schools and Seminaries of learning, to be supplied to them either gratuitously or at a cheap rate.

3. That it form no part of the design of this Institution, to furnish religious books; a restriction, however, very far from being meant to preclude the supply of moral tracts, or books of a moral tendency; which, without interfering with the religious sentiments of any person, may be calculated to enlarge the understanding and improve the character.

4. That the attention of the Society be directed in the first instance, to the provision of suitable books of instruction for the use of Native schools, in the several languages (English as well as Asiatic); which are or may be taught in the Provinces, subject to the Presidency of Fort St. George.

5. That the business of the Institution be conducted by a Committee of Managers, to be elected annually at a Meeting to be held at such time and place, as may be, from time to time appointed.

6. That one or more Secretaries and a Treasurer be appointed, who shall be ex-officio Members of the Committee.

7. That the names of Subscribers and Benefactors, and a statement of receipts and disbursements, be published annually, with a report of the Proceedings of the Committee.

8. That the Committee be empowered to call a General Meeting of the Members, whenever circumstances may render it expedient.

9. That the Committee be likewise empowered to fill up from among the Members of the Society, any vacancies that may happen in its own number, in the period between one annual election of Managers and another.

10. That any number of persons in the country, forming themselves into a School-Book Association, auxiliary to the Society, and corresponding with it, shall be entitled to the full amount of their annual subscriptions in the school books, at cost price.

11. That the Committee do also establish connections at the most eligible stations under the Presidency of Fort St. George, to engage general support in aid of the objects of this Institution, and to encourage such enquiries and labours as may in any way further its designs.

The undermentioned Resolutions were passed at a Meeting of the Committee, on the 17th May 1823.

That two prices be fixed for each work, a *full* and *reduced* price, to be fixed by the Committee on each work when it is reported to be ready for sale.

That books be supplied to any person applying for them at the *full price.*

That Members be entitled to purchase at the *reduced* price, in the course of each year, books equal in value to the amount of their respective annual subscriptions.

That Members be entitled to apply for books for gratuitous distribution.

That applications from any person, not a bookseller, for books at the *full* price, and that applications of *Members* for books at the *reduced* price, within the time above stated, be complied with by the Secretary; and those for gratuitous supply, to be circulated for the sanction of the Committee.

That applications from schools and persons not Members, for books at the reduced price, and for gratuitous supply, be addressed to and submitted for the sanction of the Committee.

No. 5.

Catalogue of Works in the Depository of the Madras School-Book Society.

	Cost price.			Reduced price.		
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No. 6.

A short SKETCH *of the* STATE *of* EDUCATION *among the Natives at Bangalore.*

It is generally believed, that the state of education in the Provinces is much inferior to that which at present obtains at the Presidency of Fort St. George. This is confirmed to a certain extent by the information I have been enabled to obtain on the subject, during a residence of some months at Bangalore, and by my own observation of the comparatively low degree of knowledge attained by the generality of the Natives, and of the defective mode of instruction which prevails in the schools in this city, one of the richest and most populous in the country of Mysore.

In this country, education is confined to a very small portion of the people who are considered as the higher class, and except in a few instances, it never reaches beyond instruction in reading and writing, and the simple rules of arithmetic; and even the few who may be desirous of extending their knowledge farther, necessarily labour under great difficulties from want of competent teachers, suitable books of instruction, and a systematic method of education. The lower orders, the class of labourers, &c., who form the greater part of the population, are lamentably sunk in

ignorance without a single gleam of knowledge to enlighten their minds.

The richer class of Merchants, Artificers and Shopkeepers usually possess some knowledge in the rudiments of learning, by means of which, they are capable of keeping their own accounts and transacting their own business, while the poorer class remain totally unacquainted with letters. Among the Brahmans, the Laucicás or the laity, who fill almost the whole of the civil offices in this country, are well versed in reading letters on business, and in the mode of keeping accounts in one, and frequently, in two of the vernacular languages; and most of the Vaydicás or the clergy, unite to a knowledge of reading and writing the ability of reciting a part of their Védás, a qualification which is considered indispensably necessary to maintain their sacerdotal dignity; but their learning seldom extends so far as to enable them to understand the import of their scriptures, for it is but one in fifty that possesses a competent knowledge of the Sanscrit language.

In the town, fort, and cantonment of Bangalore, there are 7 Telugu, 21 Canarese, 4 Mahratta, and 3 Tamil, in all 35, Hindu schools, which contain, in the aggregate, 560 scholars. Of these, 100 scholars are studying Telugu, 300 Canarese, 100 Mahratta, and 60 Tamil. These scholars are composed of all sects indiscriminately. The number of learners compared with the estimated number of boys in this city, would give a proportion of 1 to 5 or 6; but even of these, scarcely one fourth continue in school for a sufficient length of time to acquire a competent knowledge of reading and writing. The poorer class of people being frequently obliged to take their children from it and put them to some labour or employment before they have learned the first principles of education.

There does not exist in Bangalore, any regular Academy for Sanscrit, but this deficiency is in some measure supplied by a few of the learned Brahmans, who employ their leisure hours in gratuitously instructing a few young Brahmacháris who are willing to attend them at their convenience, in the Védás (theology), Cávyás (poems), Sástrás, (sciences), &c.

The masters of the Telugu, Canarese, and Mahratta schools are commonly Brahmans, and, generally speaking, their knowledge in the languages which they respectively teach, is as limited as that of other ordinary scholars in this country: they can indeed read a book with the greatest fluency and write a very legible hand, but they are unable

to explain the meaning of any passage in the books from which they instruct their scholars. There are however, exceptions, and, among them, I have great satisfaction in noticing particularly two persons named Achappa and S'rinivásaya, both teachers of the Telugu, whose ability and knowledge in the standard works of that language, added to a considerable acquaintance with the Sanscrit, are highly creditable to them, and would do ample justice to the honorable profession which they follow, if they were only to adopt an improved system of education in their schools.

Although the fifth year of the age of a boy is considered as the fittest period for him to commence his scholastic life, yet there are numerous instances in this country of boys being placed in school, some, after the completion of their sixth year, while others do not enter it before they are ten or eleven years old.

On the first entrance of a boy in school, it is customary for him to make a present of a few fanams to the master, and to worship the god of wisdom, whose image is set up in some schools, invoking him to grant him knowledge, and to enable him to surmount every obstacle that may present itself in the course of his studies; the master, or the town priest, assisting him in the performance of the usual ceremonies. The scholar then receives from the master a book containing the alphabet written in large characters, and is taught to repeat the several letters three times over, as they are pointed out to him in the book. This done, a distribution of the offerings made to Ganés'a takes place among the boys, and the newly admitted scholar having duly saluted the image, and the master, returns home. On this, as well as on every occasion, when a scholar commences a new book or enters upon a new course of study, the whole school generally has a holiday, during the afternoon, on which account, the scholar, at whose instance this indulgence is granted, is obliged to make an additional present to the master. If the parent be rich, this initiatory ceremony is often performed with great pomp in the house of the scholar to be admitted, where the master and all his pupils attend for the purpose; and, in this case, a very handsome present is made to the master in money, clothes, &c. according to the ability of the donor, and the ceremony is generally concluded by a procession, the child being carried in a palankeen or on horseback, with music and dancing, through the town.

The emolument of a schoolmaster in this country is indeed very inconsiderable: the average monthly sum paid for each

of the poorer children is a Cantaray fanam, equal to 3¼ Madras fanams, and even this, the schoolmasters complain, is not paid to them regularly; the richer boys pay from two to four Cantaray fanams, and sometimes more, according to the circumstances of their parents. In addition to this, in some schools, each boy supplies the master with a small quantity of oil, firewood, betelnut, &c. once in a week or fortnight; and, in Navarátri, which occurs in the months of September and October, the schoolmaster assembles all his scholars, and conducts them to their parents, and relations respectively, as well as to some respectable persons in the city, and causing the boys to sing hymns, &c. in their presence, obtains small presents in money, clothes, &c.

The school hours are from 6 o'clock in the morning to 6 or 7 in the evening, in which time, the boys are allowed two or three hours in the morning and at noon, for taking their meals; and at night they study their lessons at home. The full moon and the new moon, and the first day of the bright and dark fortnights respectively, are allowed as holidays; all study being prohibited on those days, as also on various other festival days in the year.

The youngest scholars first learn the alphabet by tracing with their fingers each letter, which the master or the monitor, (for as such, the head boy acts in all the Native schools,) sets down on sand before them, and by repeating it aloud, until they are able to write it down themselves without the help of a copy. They are then taught the connected forms of vowels and consonants, the numerals, and the multiplication table, by writing them likewise on sand from a copy placed before them, and by reading them distinctly. This exercise forms a part of every day's labour, and is repeated for several months, sometimes by each boy separately, and sometimes by all the boys promiscuously, one leading and the rest following him. They also sometimes write on sand, and sometimes verbally repeat the names of the cycle years, the months, the days of the week, the planets, the signs of the zodiac, the constellations, &c. &c.: and those who have had sufficient practise in decyphering the characters, are made to write down a few proper names, which the master or the monitor gives out to each boy individually; and when they are able to do this correctly, they begin to read over and commit to memory some books, (which will be hereafter particularized under the heads of the several languages respectively), receiving every day a fresh lesson of a moderate length, but without having a single word explained to them. The scholars then proceed to work in various

rules of arithmetic, which the master gives them written on a piece of cadjan leaf or on a painted board, and to exercise writing on cadjan leaves, boards, and paper, from the form set by the master in the upper line of the copy, first forming large characters, and gradually reducing them to a moderate size. In reading, the children are taught individually without method, order, or discipline; there being neither classes, nor promotion, nor degradation in the Native schools, to excite a spirit of emulation among the students. Under all these disadvantages, when a boy continues in school, and passes through the foregoing series of study, which generally takes him at least 5 years, he acquires a proficiency in reading any books or letters with fluency, in writing a good hand, and in the principal rules of arithmetic, and he is then considered as having had a good, though not a liberal, education; and sent out into the world to seek for a livelihood.

TELUGU.——In Telugu schools, the first book which the boys are taught to read is the *Bálarámáyanam*, the abstract history of Ráma, taken from the Sanscrit Rámáyana by Válmici, and written in Telugu characters. This has nothing to recommend it as a class book for the Telugu school; and what may have been the motives of the original founders of the Telugu school in adopting this Sanscrit composition, while there are works in Telugu better calculated to answer the purpose of instruction,—is not easy to determine; some however, are of opinion, that this work has been recommended as a first book to Telugu students, merely out of respect to the inspired poet who composed it. It is distressing to hear the erroneous sentences, the vitiated orthography, and the wrong pauses, with which the children are taught to read this book in a Telugu school; nor can it be expected otherwise, while the manuscript copies from which they read are full of errors, and the masters and the scholars are equally ignorant of the meaning. Besides this, short *padyams* of the species called *S'ringára*, containing eulogiums on women, and the like, occasionally employ the student's attention. When the scholars have committed Bálarámáyanam to memory, which, though it contains no more than a hundred stanzas, yet takes to many of them six months. They then proceed to learn the whole or a part of the *Amara-cósá*, a lexicon of the Sanscrit language in blank verse, consisting of three cándás or parts, which may be considered as more useful to Telugu scholars, if correctly taught and explained to them, as it would enable them to understand a great part of the Sanscrit words which occur

in Telugu compositions. This also, they commit to memory from an incorrect copy, and for my own part, it cost me a great deal of trouble, when I first entered on the study of Sanscrit, to correct the errors with which I had learnt this work in my early age at school. When this book is finished, some boys begin to read *Sumuti-s'atacam*, some proceed to *Bháscara-s'atacam*, both poems containing moral precepts; while others read *Gajéndra-mócsham*, an epic poem interspersed with prosaic notes and treating of a celebrated event related in the *Bhágavata*, in which, an elephant being dragged by an alligator into a pool, calls the supreme author of the universe to his protection, when Vishnu instantly appearing, rescues the elephant by destroying his enemy. Some children also read *Rucman'i Calyán'a*, one of the many chapters of Bhágavata, on the subject of the marriage of Crïshna with Rucman'i. Arriving at this stage, most scholars leave the school, but should any remain longer, they proceed to read one or two of the eighteen parvams or divisions of *Mahábhárata*, containing the history and adventures of the Pándavás, and translated from the original Sanscrit by Nannayabhatta and Accanna Somayajulu, such as *A'di-parvam*, *Sabháparvam*, &c. In addition to the above, the following works are read in Telugu schools of most repute at Bangalore, viz. *Dás'arati-s'atacam*, *Rámatáraca s'atacam*, both hymns addressed to Ráma; *Prahládá charitra*, the history of Prahláda, who zealously adhered to Vishnu, in spite of all his father's cruelties, and whom the deity, in his incarnation of Narasinha, ultimately delivered from the oppressions of the tyrant. *Sugríva-Vijayam*, an easy poem, treating of the victory gained by Sugríva, the ally of Ráma. The *Panchatantra*, the celebrated fables of Vishnu s'arma. *Bháscara Rámáyanam* and *Ranganátha Rámáyanam*, both poetical versions from the original Sanscrit, attributed to the authors whose names are préfixed to the title of these works respectively.

CARNA'T'ACA.——The Carnát'aca scholars first begin to commit to memory a moral poem entitled *Siddha Níti*, which engages the student's time nearly as long as the Bálarámáyanam does that of the children in the Telugu school. They next proceed with the Sanscrit *Amara-cós'á* written in Carnát'aca characters, the adoption of which in the schools of this language, can be attributed to the same cause which had dictated its introduction in the Telugu schools; for, as the Carnát'aca language abounds with a great portion of the Sanscrit words, it would be difficult for Carnát'aca scholars, without a competent knowledge of the parent language, to

construe and expound their classical authors accurately. When the students have learnt this work by heart, which, for reasons already stated, they do very incorrectly, some of them begin *Soméswara s'ataca*, an easy poem containing a dissertation on moral and religious virtues; some read *Nija-linga s'atacam*, a work composed on the same plan and subject; and others proceed to *Chóracatha*, a lyric poem treating of the adventures of Chitra-s'ec'hara and Sóma-s'ec'hara, the sons of a king named Vajramacut,'ha, who, travelling from their native land in disguise, are stated to have performed wonderful exploits, similar to those which Vicramáditya is believed to have done. They then read over *Vibhíshan'a-buddhi*, the advice of Vibhíshana to his brother Rávan'a, in which, the former reproves the conduct of the latter, in forcibly seizing and detaining Sità, the wife of Ráma, and vainly endeavours to persuade him to restore her to her husband. The only prose compositions read in the Carnát'aca school are, the *Panchatantra* and *Bhétál'a panchavims'ati* or the twenty-five fables of the favorite genius of Vicramárca. And lastly, the higher class read *Jeyamini Bhárata*, and *Rájas'éc'haravilása*, the most esteemed classical works in Carnát'aca, the former being an elegant version of the Sanscrit Mahábhárata, and the latter, a history of Satyéndra Chól'a rája, written by Yel'andúr Shad'ácsharappa, a celebrated poet, who is stated to have flourished in this country within the last two centuries.

MAHA'RA'S'T'RA.——The reading of original letters, nirúps and arzis written by various hands, occupies the greatest part of the time of the Mahárás't'ra scholars; and the only books read by them are, a few Bac'hérs or stories composed in prose, such as *Panchatantra*, *Cos'alavópác'hyána*, *Bhétál'a panchavims'ati*, &c. &c. The following works however, are read by a few individuals, who aspire to classical learning: namely, *Ráma Jenma*, an epic poem composed by Vámana, treating of the incarnation of Ráma. *Crishna-Jenma*, a similar poem containing various metres on the subject of the birth of Crishna, and attributed to Jenardhana pant. Sítá-swayamvara, an epic poem by Vámana, in which Sítà, the heroine of the tale, is represented as chusing for her consort Ráma, upon his successfully breaking the invincible bow which was set up to determine the merits of her suitors. *Gitárnava Sindhu*, a translation of the Sanscrit Bhagavatgíta, *Gnyána Vásist,ha*, *Carmatatwa*, *Rájayóga* and other works on theology founded on the doctrines of the Adwayta school.

TAMIL.——The method of reading and the books used in the Tamil schools here, differ very little from those adopted

in the countries below the Gháts. As soon as the Tamil students have completed the usual exercises in orthography, they begin to read *A'ttichúod'i* and *Condeivéndan*, both which contain short but comprehensive moral sentences and proverbial expressions, arranged in the order of the Tamil alphabet. These tracts are attributed to Aveyár, a female author of great repute in the annals of Tamil literature. The next book read in a Tamil school is *Vézhamucam*, a small work in metrical prose containing praises on Gan'ésa; after which, the boys learn by heart *Leccam*, the Numeration table, and the *Nelleccam*, the table of grain measure. They then proceed to read *Ulaganíti* or Universal ethicks, containing short restrictive maxims as, *Covet not another's property, nor walk in an unfrequented path, &c. &c.*; and after that, *Vácundán*, a moral poem of great celebrity, ascribed likewise to Aveyár. This finished, some begin *Divácaram*, a vocabulary of synonymes in prose, consisting of twelve parts; some prefer *Nicant'u*, a similar work in verse, while others read both works in succession. *Tand'aleyár Málei*, and *Man'avál'anáráyana s'atacam* next engage the attention of the scholars, as works affording considerable instruction in morality: and when these books are completed, they commence reading and writing on sand, *Yens'uvadi*, *Perucuzhi*, and *S'irucuzhi*, which contain various exercises in the multiplication of integers and fractions, which commencing from $\frac{1}{320}$ proceeds as far up as 100 times 100. This course of study forms a part of the daily exercise for several months, and when thoroughly learnt, affords the students the greatest facility in mental calculations. After this, some read *Rangacalambacam*, a beautiful poem in praise of Vishnu, composed by a Brahman of the Vayshnava persuasion, and *Neyshadham*, or Negizhdam, a celebrated epic poem by Ati-Vírapándyan, treating of the life and adventures of Nal'arája, a celebrated Hindu prince, who is supposed to have reigned in Magada. Arriving at this stage of learning, in which the scholars acquire a very great fluency in reading and writing, and a knowledge in arithmetic, with a stock of words by heart, most of them leave school, and those who choose to remain longer, proceed to study a part, and seldom the whole, of the following works, namely: *Harischandrapuran'am*, the history of Harischandra, composed by a Mussulman author, in the same model as Neyshadham. *Rámáyanam*, an excellent epic poem by Camben, a famous poet who flourished in the court of Chól'a. The *Coral*, the celebrated moral work of Tiruval'l'uver. The *Náladiyár*, a tetrastic poem on the same

subject, supposed to have been composed by a society of philosophers under the auspices of one of the ancient sovereigns of Mathura (Madura) in the south of India.

BANGALORE,
6th January, 1824. R. R.

Ram Raj

A SYSTEM *of* INSTRUCTION *in* ENGLISH, *recommended to the Natives of India.*

The English language has become so extensively useful in India, that it is considered as indispensably necessary for the governed, as the Indian languages are, to the governors. It is especially so for those designed for public situations under the British Government: but while this necessity is sufficiently felt on the one hand, it is to be lamented on the other, that no means effectual enough have hitherto been devised for rendering such a desideratum quite accessible to the people of India. The benefits resulting from the acquisition of a perfect knowledge of the English language by Natives are obvious. It not only enables them to become acquainted with the manners and customs of the various enlightened European nations, of which the people of India have at present but very faint ideas; but what is more important, it opens to them the inexhaustible treasures of the literature and science of Europe, so well calculated to enlighten the understanding, while it qualifies them for respectable employments in public service.

The English language, it must be confessed, is at present very generally taught among the Natives, but seldom with the desired success. Many persons imagine that a knowledge of this language can be acquired with the same facility as their vernacular tongue, but this is a mere delusion proceeding from their ignorance of the subject. The modes of expression in the two languages are so extremely different as to admit of no manner of comparison: and the learner being accustomed to his own way of expressing his thoughts in his mother tongue, adopts the same rules in expressing them in the foreign one. This difficulty can never be surmounted without a well grounded knowledge of the principles of the language, and extensive study and practice: but of these advantages, a Native is totally bereft, from the want of competent teachers, and a systematic instruction.

The method usually pursued in teaching the English language in the Native schools, is as follows: The scholar having learned the alphabet and ab *abs*, proceeds to one,

two, three, and four syllables, pronouncing them in the best way he can, without a competent person to correct him: and thus in the very beginning, he contracts the habit of reading falsely and pronouncing incorrectly. He next commits to memory a number of words, which he learns from a vocabulary; and this is followed by a course of dialogues, often erroneously written and explained. These take up a considerable time, and, in fact, constitute all that is most generally taught in the Native schools, except the mechanical operation of copying. Those who aspire to a more liberal education, perhaps add a few stories in the Arabian Nights Entertainment; but as they have not the opportunity of reducing what they learn in the schools, into practice, they soon lose even the little instruction which they obtained in them; and consequently the object aimed at, is seldom or never attained. The being able to read a book, write a legible hand, and express a few words in English, is all that Native parents aspire to, in placing their children in an English school, for when they can accomplish thus much, they are removed from the school, and placed in a public office as copyists or writers; and all manner of study is from this period totally neglected.

The evil complained of, has been partly attributed to the incapacity of masters, many of whom are altogether unqualified to instruct others, nor have they sufficient inducement to supply the defects in their education. Hence, it is highly desirable that parents and guardians of youths should be particularly cautious in selecting a master to educate the objects of their care and regard. The most reputed school or seminary is generally the best. It would be certainly preferable to begin the study of the English with a master to whom that language is vernacular, as the pupil will have an opportunity of learning from him a correct pronunciation as well as the idiomatic expressions and colloquial phrases which are peculiar to the language: while on the other hand, a Native well educated in the English language might render him a more important service in imparting to him an accurate knowledge of the principles of the language, as well by shewing the affinity which they bear to those of his native tongue, as by elucidating the *unknown* ideas by what are *known* to himself and his pupil. Great advantage may also be gained by frequenting the company of that class of society, where the language is spoken in its native purity; and much instruction, by listening to the legal pleadings in an English Court, and witnessing the English theatrical performances. It must however be observed, that without

a regular course of studies, which requires no small degree of industry and perseverance on the part of the learner, all other advantages will be futile.

The practice of allowing the scholars to speak English in Native schools before they are well grounded in the grammar of the language, should be entirely abandoned; for the habit which has been thus acquired of speaking bad English, is never easily eradicated in after life. To speak *slowly* but *correctly*, should be particularly recommended to young people in their early attempts in conversation. The exercise of oral recitation and translation may be adopted when the learners have acquired a tolerable acquaintance with the language; and this will not only assist them in their exercises in composition, but in a great measure supply the want of colloquial practice; but the master should, till then, be content with endeavouring to convey, and the scholars, to acquire, such a grammatical knowledge of the language as to enable them hereafter to speak and write both correctly and fluently.

Reading.—In the beginning, particular attention should be paid to the correct pronunciation of the letters; and after the alphabet is learned, the monosyllables and words of two syllables should be given successively, and the scholar should be taught to spell each word correctly and distinctly, but on no account to guess and pronounce it at random. He may then proceed to read every day a portion of the rest of the syllabic and reading lessons without spelling; the teacher correcting him whenever he may mispronounce. The accents and the pronunciation must be strictly attended to, and regulated by a good pronouncing dictionary; and in reading lessons, the scholar should be taught carefully to observe the pauses and inflections. The teacher should frequently examine the pupils in class, by giving them from a spelling book, words to spell, and difficult syllabic combinations to pronounce. Competition will stimulate them to exertion, and their improvement will be much quicker than by spelling singly. The practice too of writing from dictation is recommended as extremely useful for teaching orthography as well as the stops and capitals, which should be particularly attended to in writing.

When the scholar is able to read tolerably well, some easy, instructive and amusing stories may be put into his hands and taught with meaning. Perhaps a good selection of Esop's fables would answer the purpose extremely well. Murray's Reader or Blair's Reading Exercises may succeed, in the different subjects of which, the students may have

ample opportunity of learning the various modifications of the voice and the manner of expressing the passions. Books of more general information will now become desirable. Blair's Class Book is an excellent work for the purpose, and will be read by the young scholar with pleasure and advantage.

GRAMMAR.—The first requisite in the study of a language, will be an acquaintance with the grammar. An easy introduction to English Grammar explained in the Native languages, would be proper for unassisted learners; but for school education none appears to be better adapted than Murray's abridgment. In teaching English Grammar to a Native, nearly the same method may be pursued which is observed in English schools; for the generality of Native students who enter upon this branch of study have very little idea of their own Grammar, which is seldom taught to them in their schools: consequently, a Grammar of the English written in the Native languages, would rather increase the difficulty than diminish it. Those parts of Grammar which treat of Orthography and Prosody, may be set aside for a while; and beginning from Etymology, let the teacher explain the parts of speech with their corresponding native terms, by producing various examples of each kind. When these are fully understood, the students may proceed regularly throughout Etymology, learning the variations and inflections of the several parts of speech; the genders, the numbers and cases of nouns with their variations, the different degrees of comparison of the adjectives, the several sorts of pronouns, the moods, tenses, numbers and persons of verbs, and other particulars.

The next step is Syntax; but it is not necessary that the whole of it should be committed to memory: the principal rules only should be learned at first, and the rest may be perused occasionally. When the student is thoroughly master of the abridgment, he may read over the notes and observations contained in Murray's larger Grammar. Let him afterwards proceed to the exercises in Syntax and the examples under purity, clearness, strength and precision, and finally, read over the theory of Orthography and Prosody, which concludes the study of the English Grammar.

By this time, the student would have acquired a stock of words in the course of his reading, and, being tolerably conversant with the construction of the language, he may be usefully exercised in double translation recommended by Sir William Jones, that is, in making a version of passages from some approved English author, into his own language,

and after a proper interval of time, retranslating that version into the original tongue. Besides, the method of oral recitation recommended by some Grammarians may be successfully practised for acquiring a facility in speaking: that is, the teacher should read and explain distinctly and repeatedly a small story to the pupil, and make him afterwards recite the substance of what he heard in his own words: and, if the student be a Sanscrit scholar, he may be more usefully employed in translating some of the original Hindu law books, of which there are excellent versions in English by Sir William Jones and Mr. Colebrooke, which being compared with his own translation, would enable him to correct his faults, and improve his style. This certainly is the most ready and expeditious method of acquiring skill in translating, and of learning the use of proper terms, and appropriate phrases and forms of expression upon all occasions. In the art of composition, the rules for style by Mr. Lindley Murray, and his exercises; Mr. Irving's "Elements of English composition;" and Mr. Rippingham's "Rules for English composition", will be found extremely useful.

Rhetoric and Polite Literature.—Some treatise on this useful branch of learning should follow the study of English Grammar; to which purpose none appears to be better adapted than Jamieson's Grammar of Rhetoric and Polite Literature. The plan of the work is excellent. "The author," says the preface "has first laid down the principles or rules of legitimate rhetoric; he has then given popular illustration of these principles or rules; he has next confirmed his views in the illustrations by appropriate examples; and, finally, as these examples or illustrations, furnished analyses or corollaries, he has endeavoured to make them tend to the improvement of the student's good taste, and of true ornament in composition." Dr. Blair's Lectures on Rhetoric and Belles Lettres, a work well known to the literary world, deserves a place in the library of every student in this department of literature.

Writing.—The art of writing is usually taught in the Native schools, and indeed with great success: but this occupies a greater part of the student's attention than any other exercise. It is commenced very early and perhaps with the alphabet and continued as long as the pupil remains at school, and even after he leaves it; so that among the Natives, copyists are not wanting who write a good legible hand. When proper care is taken in the beginning as to the best mode of holding the pen, and joining the letters, and the pupil is

provided with a good copperplate form for imitation, an hour devoted to this exercise every day for a few months, would be quite sufficient to enable him to write a good current hand.

ARITHMETIC.—As Native students in general are well versed in Arithmetic as taught in their own language, any exercise in that art need not interfere with the more appropriate studies of those designed for Translators and Teachers of Native languages; but as this plan embraces persons destined for public service in general, as Clerks, Accountants, &c. an English treatise in Arithmetic is worthy the attention even of those who have possessed a perfect knowledge of that useful branch of learning in their vernacular language, to enable them to form an adequate idea of the English rules of calculation; as also the English mode of book keeping, which are not taught in Native schools, but which is absolutely necessary for those who are designed for public situations in Commercial, Revenue and other departments of accounts under the British Government. This branch of study is not likely to occasion a sensible alteration in the probable time estimated for the students to complete the course of English education; their progress in English Arithmetic being accelerated by their advancing to a science, which, in effect, if not in the method, is the same as that which they have already studied. When the student is thoroughly master of the first four rules, the Rule of Three will demand particular care, as in it is comprehended all the rest of integral Arithmetic: Practice, Interest, Fellowship, and Exchange being merely variations of it. Vulgar and Decimal Fractions, the Extraction of Roots, Arithmetical and Geometrical progressions, &c. will next engage the student's attention.

HISTORY.—In reading history, the student's attention may in the first instance, be directed to that of his own country, that from this, as a central point, he may the more conveniently survey the rest of the Globe around him. This refers particularly to Modern History, which, in a regular system of historical reading, should follow Ancient History; but here, there is no occasion to adhere strictly to the usual method, especially as the student would feel more interest in becoming acquainted with the events that have happened in his own country, or that part of the world in which he resides, before he proceeds to investigate the history of any other. A good compendium of the History of Hindoostan, adapted to the use of young students, is much wanting in schools: the larger works extant on the subject, being too

voluminous for the purpose. There is an Abridgment, however, of Dow's History of Hindoostan, published by the School-Book Society, which, as far as it goes, contains a succinct but unvaried account of a succession of Mahomedan conquests in Northern Hindoostan, and of the ravages and devastations which they spread round the country. The History of England will next attract his attention; and Goldsmith's Abridgment will be as good as any. In the course of reading this work, the curious student might naturally wish for some information relative to the British Constitution, which can be easily supplied from any existing treatise on the subject. And to those, who have leisure and inclination to continue their historical study, Goldsmith's Greece, and Rome; Robinson's Grammar of History; and still more, Mavor's Universal History, may be recommended as worthy their perusal.

N. B.—The abovementioned elementary historical works will, it is presumed, be found sufficient for the purpose of school instruction. To those private students, however, who may be disposed to enter more largely upon the study of History, it may not be improper here, to recommend the following select works on the subject, viz. Rollin's Ancient History: Gillies' or Mitford's History of Greece; Hooke's Roman History; Gibbon's Roman Empire; Plutarch's Lives; Russell's History of Modern Europe; Robertson's History of Spain; and Hume's History of England.

In reading the History of India, the student may begin with Dow's translation of the History of Mahomedan Conquerors in Hindusthàn, written originally in Persian. It commences with the reign of Subactachi, and ends with that of the Emperor Acber. Ferishta's History of the Deccan may follow. Orme's excellent work will next afford the student interesting information of the success of the British arms in India. Wilks' History of Mysore will be equally interesting to the curious student; and he may be finally referred to Mill's learned History of British India, for more detailed account of the Company's administration from the earliest period to the year 1818; but it may be necessary to observe that, the author having never been in India, has been led in many respects most grossly to misrepresent the manners, customs, &c. of the Hindus.

GEOGRAPHY.—As a knowledge in Geography will be extremely useful at this stage, Goldsmith's Grammar of General Geography is an excellent introduction to this branch of learning, and will be read by the youthful student,

with curiosity and delight. A general knowledge of Astronomy, at least so far as relates to the Solar system of Copernicus, together with the use of the Globes, would tend much to enlarge the understanding: and the Conversation on Astronomy contained in the Calcutta School-Book Society's edition of Joyce's Scientific Dialogues, will be read with wonderful curiosity. As, by copying Maps, the several divisions of the world, and the relative situations of countries, states, &c. with their extent and boundaries, are better comprehended and more firmly impressed upon the mind, than by reading mere descriptions;—Goldsmith's Geographical Copy books may be used with advantage by all who would be conversant with the subject. The same author's "Geography on a popular Plan" may also be recommended to the curious student, as a work containing a full account of the manners and customs of each country, natural curiosities, &c.; and still more, Guthrie's Grammar, or Pinkerton's Modern Geography, may be pointed out to the young scholar for further information on the subject. Before closing this article, it may perhaps be necessary to give a hint to the student, that much interesting Geographical information may be obtained from the perusal of Voyages and Travels, the most eminent of which will be found in Mavor's valuable collection in 28 volumes 12mo.

GENERAL SCIENCES.—The study of sciences opens an extensive field for the gratification of a thinking mind. Many of the students, to whom this system of education is applicable, might not, however, have sufficient leisure, and perhaps, curiosity to apply themselves to scientific pursuits; nor can it be expected, that the several branches of scientific knowledge should form an indispensable part of their education. A general knowledge of them, however, can be easily attained, and perhaps without materially interfering with the other studies of the learners: and as the subjects themselves are highly interesting, any attention bestowed upon them, will be amply rewarded by the useful knowledge which they impart, and the enlarged views, which they are calculated to afford, of the laws of nature. In a course of Natural Philosophy, various subjects are comprehended. It usually opens with a preliminary discourse on *Matter* and its properties; *Motion*, and the different kinds of *Attraction*, &c.; and treats of MECHANICS, HYDROSTATICS, HYDRAULICS, PNEUMATICS, ACCOUSTICS, OPTICS, ASTRONOMY, ELECTRICITY, GALVANISM, MAGNETISM, &c.; most of which subjects are unknown among the sciences of India. What sensible youth can read an account of the various

experiments made in these sciences, without being struck with admiration and astonishment! To those therefore, who may be desirous of obtaining some information on these curious subjects, "Blair's Grammar of Natural Philosophy" may be recommended as a short, but excellent introduction to the sciences of which it treats, and as best adapted to the uninitiated beginner. This work is professedly designed for the use of schools: the elementary principles and definitions which it contains are written with studied brevity, for the purpose of being committed to memory, and explained by suitable illustrations and experiments with reference to plates. Joyce's "Scientific Dialogues" in six small volumes, are extremely well adapted to young people: and Imison's "School of Arts" will be to them a valuable acquisition.

N. B.—Those private students who may wish to extend their studies farther on these subjects, may be referred to Enfield's "Institutes of Natural Philosophy," and Martin's "Philosophia Britannica," in both which works, the elementary principles of mathematics are used in illustrating many subjects: to which may be added, "the Elements of Mechanics and Natural Philosophy" by Professor Robison, in four volumes 8vo, a work of superior merit on the subjects on which it treats. It may not be improper here to recommend, to those who may wish for further information on Astronomy, than what is contained in the abovementioned works,—Mr. Ferguson's, and Dr. Gregory's popular works on the subject, and especially Dr. Vince's Complete System of Astronomy, in three volumes 4to, a work deservedly in the highest estimation.

GEOMETRY *and* ALGEBRA.—Some familiar introductory works on these sciences will be an estimable acquirement, as they form the foundation of all mathematical learning, and are best calculated to enlarge the understanding and give justness to the ideas. Geometry considers points, lines, angles, figures, surfaces, and solids; and Algebra is defined to be, "a general method of resolving mathematical problems by means of equations: or, it is a method of computation by symbols, which have been invented for expressing the quantities that are the objects of this science, and shewing their mutual relation and dependence." The Hindus possess to a certain extent, both these sciences in Sanscrit, so that one system will be found to throw considerable light on the other. The confined limits of this Essay, do not allow of noticing the relation which the two different systems bear to one another; nor does the writer consider himself competent to the task. It may be sufficient therefore, to point out a few

of the principal English works that have been published on these valuable sciences. "The Elements of Euclid" by Robert Simson, M. D. is one of the most popular works extant on Geometry, and is easily procurable. It consists of fifteen books; of which the first six, with the eleventh and twelfth books, are considered as the most important part of the science. There are other editions of the same work by Cunn, Tacquel, Stone, Whiston, Barrow and others, all which are considered equally good; also many abridgments of "the Elements" by various authors, among whom, Simpson, Payne, Bonnycastle and Leslie, stand in high repute. On Algebra, there are numerous elementary works. Bridge's Lectures on the Elements of Algebra, Walker's, Simpson's and Bonnycastle's treatises, are considered the most popular and accurate works on the subject.

MISCELLANEOUS SUBJECTS.—Political Economy considers the production, augmentation, and distribution of the wealth of a state. The discovery of this curious and interesting science peculiarly belongs to Europe, and as there is scarcely any thing to be found in the literature of India which bears upon the subject, any attention bestowed upon this branch of study would be abundantly compensated, by the useful knowledge which it is calculated to afford. Smith's "Wealth of Nations," or Mill's "Elements of Political Economy," will prepare the student for relishing the works of various authors who have written upon the subject.

In a regular course of English education, some approved elementary work on Moral Philosophy, should not be omitted: and the frequent perusal of select moral essays from the Spectator, the Rambler, the Guardian, Adventurer, &c. should be specially recommended to the intelligent students, as well calculated to expand their intellectual powers, and give them a just taste for English composition. Montesquieu's Spirit of Laws, and Blackstone's Commentary on the Laws of England, would tend very much to enlarge the understanding.

Such part of the Regulations enacted by Government for the civil administration of the British territories in India as are immediately connected with the Natives, would certainly be a very important and necessary part of their study, as it not only enables the students to acquire a thorough knowledge of the technical terms and particular modes of expression made use of in every department of the state, but will also lead them to a great extent, to the knowledge of the practical laws and usages, by which their country is governed, under the protection and auspices of the British autho-

rities in India. Although the code of Civil Regulations is rendered generally accessible through the medium of translations in the Native languages, yet it is studied by none but those destined for Law Officers, and that very imperfectly: and as cases of obscure and dubious construction often occur in the translations, the students are frequently obliged to have recourse to the original English for a clearer understanding of the subject; but this difficulty will not be experienced by the English scholar who derives his knowledge from the original, the study of which may be much facilitated by the aid of translations.

The works mentioned above are already too numerous, to admit of any further selection being made in a limited course of English education adapted to the present condition of the Natives of India. Enough however, has been done within the compass of a short period, to give the student a well grounded acquaintance with the language, and excite in him a love of knowledge and spirit of enquiry. These will lead to study and reflection, and gradually make him familiar with the best English authors, who have written on every branch of knowledge in an intelligible style for popular instruction, which, with the advantage of a classical education in the Native languages, cannot fail to make him an intelligent scholar, a faithful subject, and a useful citizen. The more the people become enlightened, the better will the benefits of a good government be appreciated; and under the security and protection afforded by it, agriculture and manufactures will be improved.

From the general diffusion of such a knowledge of English among the Natives, an advantage of no small importance must directly result to their Rulers. As public business is in a great measure transacted in almost every department of the state through the means and agency of the Natives, well educated Native Servants, such as Interpreters, Translators, Clerks, Accountants and others, can be procured for the service of Government. This advantage must be appreciated by all those Gentlemen, in the Civil, Political and other branches of service, who, in the discharge of their official duties, require the assistance of the Natives, and have intercourse with the Native population. It is true that young Gentlemen destined for the Company's Civil Service in India, are well instructed in the Native languages immediately on their arrival in the country: and indeed, the knowledge possessed by some Gentlemen in the languages, manners and customs of the Natives, is admirable; but this does not obviate the necessity of having well educated Natives in

public offices. It would be difficult for a foreigner, generally speaking, to acquire a perfect knowledge of the several vernacular languages of India; and consequently, impossible for him, without long study and practice, (which must necessarily occupy a great portion of the usual residence of a European Gentleman in India); to speak them readily, and to understand them exactly, and much less to write them intelligibly, without the Native aid. Although a Collector is able to speak with his Cutcherry servants in the Native languages, on official subjects of daily occurrence, yet it would not be an easy matter for him thoroughly to understand the voluminous and complicated accounts and records kept in the Native languages, without a good Interpreter: and even admitting his capacity in the language to be such, as to enable him to comprehend them fully, he cannot have time in the midst of numerous occupations, to overlook every detail of office, without necessarily leaving much to the confidence and discretion of Native assistants. Nor can a Judge of a Court of Justice transact his important official business, without the aid of the Native agents. Consequently, how much delay and inconvenience can be avoided, and how much more effectually can the collection of the revenue and administration of justice be facilitated, by having able and well informed Native assistants? And if the principal Native servants under Government have the advantage of a good English education, added to their practical knowledge of business, how ably and zealously would they discharge the important duties entrusted to them, and how safely and satisfactorily might their European superiors, who are frequently changed in office, confer with them on intricate official matters and local usages?

Such being the case, it becomes a wise and liberal Government, to hold out ample encouragement for the cultivation of the English language among the Natives, the want of which is a predominant reason why Natives in general cannot, and would not, acquire a perfect knowledge of this useful tongue. The necessity of learning English would never have been felt by Natives, had they been subject to a Native Government, with whom of course, the knowledge of a foreign language, in no wise useful to them, would have been no recommendation in favor of those who seek employment from them; but being now under an English Government, a desire to become acquainted with the language of the ruling people, can be expected to proceed only from a conviction, that they can never obtain situations in the several departments of Government without

a knowledge of that language, but while that most powerful of all motives, for inducing the Natives to acquire it, the means of subsistence, is in some respects made to depend on the acquisition of an English education, situations of the highest respectability and the most lucrative, is unhappily made accessible to those only who know but their own language, and to the entire exclusion of such as have added a knowledge of the English to their other acquisitions. Hence, that a good English education is no more an object of ambition to the Natives of India, than it would be to Nations who have no intercourse whatever with the English. While the poorer class of Natives, whose ambition extends no further than the common necessaries of life, content themselves with that limited education which they obtain in their schools as quite sufficient for obtaining the situation of writers in the several offices under Government; those who aspire to greater eminence and seek for more exalted situations in point of emoluments, rest perfectly satisfied that a knowledge of the English is totally unnecessary to them, and so far from being considered as a recommendation, it is despised as a bar to the attainment of their wishes.

Sufficient inducements therefore, should be afforded to the Natives to acquire a perfect knowledge of the English language, if that knowledge is calculated in any wise to enlighten their mind and improve their morals, and to render them more able and useful public servants: the subordinate situations in which Natives are employed, should be rendered more lucrative and worthy of ambition,—the claims of merit should at all times be made to supersede those of interest,—good conduct and exemplary virtues, should be marked with distinction wherever they are found—and persons sufficiently well educated in the English and Native languages, should be considered eligible for higher situations in the several departments of Government: it is then, and not till then, that the people of India will be likely to awaken into resolve, and strive with unwearied diligence and perseverance to cultivate the English language and literature, conscious that they will, in due season, reap a plentiful harvest of reward as the fruit of their labours.

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Dr. *The School-Book Society, in Account with Arbuthnot & Co.* Cr.

Date	Day	Particulars	R.	A.	P.
1826 Jan.	4	To our Bill No. 414 of this date on Messrs. Coutts & Co. favoring Mr. G. Hyne at 30 days after sight for £100 at 1-9½ -	1,116	4	6
	13	To Mr. G. Hyne's order on J. Fraser of 22d August last to J. F. Thomas - -	25	0	0
Feb.	13	To paid for sundry Stationery, &c. per bill - - -	14	9	8
July	31	To paid Rev. Dr. Rottler for printing Sketch of Ancient History, an Introduction to Geography, and Tamil Arithmetic -	157	0	0
Sept.	30	To Capt. Harkness' Draft of 25th Instant to the bearer Venkatroya, being the Balance of a sum awarded him for the translation of a small work from Persian into Teloogoo - -	25	0	0
Dec.	31	To Writers and Servants Wages from December 1825 to November 1826 - - -	525	0	0
	,,	To Balance carried to the Credit of a new account - -	3,572	1	1
		M. Rupees	5,434	15	3

Date	Day	Particulars	R.	A.	P.
1825 Dec.	31	By Balance of account closed and rendered to this date -	1,914	15	3
1826 June	13	By Lieut. R. J. Nixon's Donation	20	0	0
July	31	By Cash received from Capt. Harkness - - - -	200	0	0
Sept.	1	By a Donation from Government	3,000	0	0
Oct.	18	By Do. from the Hon. H. S. Græme, Esq. - -	300	0	0
		M. Rupees	5,434	15	3

Madras, 31st *December* 1826. *E. E.* ARBUTHNOT & CO.